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| GAINS Math CAMPPP 2010: Grades 7-8 Breakout: Session #2b | |  |
| M.O. 10  A: 50  C/D 15  75 min | Math Learning Goals   * using criteria to develop effective consolidation questions * understand the link between the Big Ideas and curriculum expectations , lesson goals and consolidation questions * math content goal | Materials   * PPT * BLM 2.b.1- Materials list * BLM 2.b.2 |
|  | Small Group 🡪Analysis  Evaluating consolidating questions (25 minutes)  Provide groups of participants with BLM 2.b.2.  Participants work in groups to review four different consolidating questions from textbooks that address the same curriculum expectation/lesson goal (scale diagrams)  Groups come to consensus about which consolidating question they would choose for students to demonstrate the stated Big Idea and learning goal and why  Participants generate reasons why their selection is best.  Whole Group 🡪Anchor Chart  Whole group develops a list of criteria for effective consolidating questions - serves as anchor chart for follow up activities |  |
| Minds On… |
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|  | Small Group 🡪 Discussion  Participants work through one of three ‘centres’ from Grade 8 Proportional Reasoning – Unit 8 – Lesson 1 (3 proportional situations only).  Provide groups of participants with BLM 2b.3 (PPQ template – expectation included). . Participants complete the PPQT by filling in the Big Idea, Learning Goal and Consolidating Question they identified from the centre. Participants write their consolidation question(s) on a paper strip.  Small Groups Pair 🡪Discussion  Each small group pairs with a second group and exchanges consolidating question strips. Each group attempts to ascertain the Big Idea and the learning goal on which the consolidation question posed by their pair group was based.  The groups pair and discuss the Big Ideas and learning goals – groups refine consolidation questions as needed.  Small Group 🡪 Discussion  Creating effective consolidating questions (30 minutes)  Participants work in pairs to complete a second PPQ template with a new curriculum expectation (percent) provided. Pairs create a consolidating question based on the expectation provided and the lesson goal and Big Idea they identified.  Each pair then rewrites the consolidating question on a paper strip and switches questions with a pair at another table whose job it is to ascertain the lesson goal and Big Idea based on the consolidating question.  Pairs confer to discuss and refine their consolidating questions.  Whole Group 🡪Debrief  Did you agree on the Big Idea and the learning goal based on the consolidation question(s)?  Is it possible to have more than one Big Idea and/or learning goal for the same consolidating question? | Grade 8 Proportional Reasoning –Unit 8, Lesson 1 http://www.edu.gov.on.ca/eng/studentsuccess/lms/files/tips4rm/gr8Unit8.pdf |
| Action! |
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|  | Independent 🡪Journal  What makes a good consolidation question? Explain your thinking. |  |
| Consolidate Debrief |
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| Application  Concept Practice  Differentiated  Exploration  Reflection  Skill Drill | Home Activity or Further Classroom Consolidation |  |

BLM 2.b.1: Materials List

* Overhead projector
* Set of
* Cuisenaire rods
* Rulers

Geoboards/dot paper

Consolidating question strip paper – 8 ½” x 11” paper cut into strips of four